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ABSTRACT

A curriculum guide for adult students of English as a Second Language is presented, in two versions, one for beginning and one for intermediate level skills. They are for use with students who need English listening and speaking skills to obtain and maintain employment. The guides are intended as frameworks for further development and adaptation. Within each version, numerous units focus on particular global behavioral objectives or competencies. Within these areas, more specific job-applicable skills and grammatical constructions are noted. Recommended resources are listed for each unit, and an annotated bibliography of recommended resources is included. Publishers' names, addresses, and order department telephone numbers are also listed. Beginner unit topics include: personal information; time and dates; money; directions; transportation; shopping; telephone usage; job identification; obtaining a job; job information; communication and interaction on the job; and safety. Intermediate unit topics include: personal information; occupation and duties; transportation; money; job search; starting a job; work attitudes; getting along; safety; and task performance. A chart of student performance level criteria is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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A COMPETENCY - BASED PRE-VOCATIONAL ENGLISH-AS-A-SECOND LANGUAGE CURRICULUM GUIDE

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ABSTRACT

This project was concerned with the development of competency-based pre-vocational English-as-a-Second Language (ESL) curricula guides. The curricula guides were developed for use with adult ESL students who need English speaking and listening skills to obtain and maintain employment. Two curricula guides were developed; one for 'beginner' level adult students and one for 'intermediate' level adult students. Within each of the two curricula guides are numerous 'units', each of which focuses on particular behavioral objectives or competencies. From these more global competencies, certain job applicable skills have been noted. Grammar emphases are also noted. Recommended resources (books and materials) are listed for each unit. An annotated bibliography of the recommended resources is included. For the sake of convenience, a list of publishers' names, addresses and order department telephone numbers has been added.

The curricula guides presented in this report are intended to be used as outlines for the development of more specific curricula. They are recommended as a framework on which to build custom designed ESL lessons.

TABLE OF CONTENTS

Page

INTRODUCTION AND PROJECT DESCRIPTION

Overview....1
Reasons for Targeting Adult ESL Students....1
What Is "Pre-Vocational ESL"?....2
Concentration on Beginner and Intermediate Level Students....3
Concentration on Verbal and Aural Skills....4
Intended Audience....4
How the Curricula Were Developed....5
How to Use the Curricula Guides....5
How to Receive Copies of the Curriculum Guides....7

PRE-VOCATIONAL ESL CURRICULUM GUIDE FOR BEGINNER LEVEL ADULT STUDENTS

Unit I: Personal Information....8
Unit II: Time and Dates....9
Unit III: Money....10
Unit IV: Directions....11
Unit V: Transportation....12
Unit VI: Shopping....13
Unit VII: Telephone....14
Unit VIII: Job Identification....15
Unit IX: Obtaining a Job....16
Unit X: Job Information....17
Unit XI: On the Job....18
Unit XII: Safety....19

PRE-VOCATIONAL ESL CURRICULUM GUIDE FOR INTERMEDIATE LEVEL ADULT STUDENTS

Unit I: Personal Information....20
Unit II: Occupation and Duties....21
Unit III: Transportation....22
Unit IV: Money....23
Unit V: Job Search....24
Unit VI: Starting a Job....25
Unit VII: Work Attitudes....26
Unit VIII: Getting Along....27
Unit IX: Safety....28
Unit X: Task Performance....29

ANNOTATED BIBLIOGRAPHY....30

HOW TO ORDER TEXTS AND MATERIALS:

Names and Addresses of Publishers....46

APPENDIX

Student Performance Levels....50

INTRODUCTION AND PROJECT DESCRIPTION

Overview

This project was concerned with the development of beginner and intermediate level competency - based pre-vocational English-as-a-Second Language (ESL) curricula guides. The curricula guides were developed for use with adult ESL students who need to gain or to improve job-related English speaking and listening abilities.

Reasons for Targeting Adult ESL Students

According to the National Center for Educational Statistics, there are approximately 25 million American adults whose mother tongue is not English or who live in homes where a language other than English is spoken. In most cases, non-English speakers would be better prepared for obtaining and maintaining a job or for upgrading their current position if they had a basic understanding of English and U.S. job-related concepts.

Furthermore, recent immigration legislation has added over two million new immigrants (in addition to regular immigration quotas) to the U.S. population. Many of these new immigrants are in need of ESL training. It is important that the ESL programs offered are vocationally pertinent since most of the new adult immigrants are exempt from public assistance and therefore must work in order to survive.

What Is "Pre-Vocational ESL"?

In this project, we have assumed a distinction between "Pre-Vocational ESL" and "Vocational ESL". "Vocational ESL" is generally specific to a particular job-site. For example, "ESL for hotel workers" might be offered as a vocational ESL program. "Pre-Vocational ESL", on the other hand, is often used with students that have a variety of vocational goals ranging from white collar to blue collar, skilled or semi-skilled jobs. Some of the adults who complete pre-vocational ESL training are not interested in more formal training; others will return for more English and vocational ESL after finding a job.

In the past, pre-vocational curricula usually concentrated on how to get a job; for example, reading want ads, using an employment agency, and having a job interview. While these skills may still be useful to teach to ESL students, recent research indicates that many ESL students get jobs through their network of friends or relatives. Based on this, we feel that pre-vocational ESL curricula should concentrate on the language skills that are needed to maintain a job as well as to obtain promotions. These language skills are often called "competencies." Some examples are: asking for clarification when someone has said something, asking for help, getting someone to explain an error, apologizing and making small talk. These language

competencies cut across all jobs - white collar and blue collar. The focus in teaching such competencies is on whether the workers can get their supervisors to clarify the instructions so the workers can successfully complete their work. The alternative is that they silently do what they think the supervisor may have said. This often results in mistakes, criticism, anger from the boss or even getting fired.

Pre-vocational ESL, in our view, also addresses other survival or coping skills that adults need in general; for example, using local transportation systems, applying for local social services, understanding banking and checking practices, and using the telephone.

Concentration on Beginner and Intermediate Level Students

Two curricula guides have been developed; one for 'beginner' level adult students and the other for 'intermediate' level adult students. The term 'beginner' here refers to the Student Performance Levels (SPLs) 0 through III as found in Appendix A. 'Intermediate' level refers to SPLs IV and V.

The curricula guides were developed specificially for 'beginner' and 'intermediate' level students since these are the adults most likely to need pre-vocational ESL and because there are very few other pre-vocational ESL curricula guides available for these levels of students.

Concentration on Verbal and Aural Skills

The curricula guides that are presented tend to concentrate more on the development of speaking skills (verbal) and listening comprehension (aural) in English as opposed to English reading and writing skills. Although English reading and writing skills are important (and are indeed included in the curricula), it was found that most employers stressed the need for their employees to understand verbal instructions and to ask for clarification if the instructions were not understood. Therefore, we have focused our attention on verbal and aural skills; however, the curricula modules can easily be expanded to included reading and writing exercises.

Intended Audience

These curricula guides were developed for use by ESL instructors of adults. Since the curricula guides are designed for beginner and intermediate level students, it would be most beneficial to ESL instructors teaching at those levels. These guides can be used with adults who are either literate or non-literate in their native language since the concentration is on developing verbal and aural skills rather than on reading and writing skills.

How the Curricula Were Developed

Three ESL teachers, all of whom taught vocational or pre-vocational ESL, worked together to develop a list of competencies most desired by employees. The same three teachers also made recommendations for lesson modules including resource ideas and activities. Once each curriculum guide was outlined, it was field tested for fourteen weeks with ESL adult students in a classroom setting. Changes were made as deemed necessary based on the results of the field-testing. A list of resources used to teach different units of the curricula guides was compiled for inclusion.

How to Use the Curricula Guides

Within each of the two curricula guides are numerous "units," each of which focuses on particular behavioral objectives or "competencies." From these more global competencies, certain job applicable skills have been noted. When teaching these job applicable skills, certain grammar skills would generally be emphasized; these emphases are also noted.

Perhaps the most important piece of this final report is the list of resources. Recommended resources (books and materials) are listed in each unit and specific chapters,

pages, or levels suggested for that unit are noted. Also, all of the resources are listed in an Annotated Bibliography (begins on page 30) which is alphabetized by title. A brief description of each resource is given. We included this annotated bibliography to make ESL teachers and administrators aware of the resources that are available and that, in our opinion, are functional. It should be noted that the bibliography contains many very recent publications.

Another important feature of this final report is a list of publishers starting on page 46. This list, which is alphabetical, includes the names, addresses and telephone numbers of the companies that published the resources cited in the bibliography. It is hoped that this will be helpful to individuals interested in ordering any of the books we have listed.

It should be noted that the curricula guides presented in this report are intended to be used as <u>outlines</u> for the development of more specific curricula. They should be viewed as a framework on which to build a custom designed series of ESL lessons. The units within each guide, although numbered, are not necessarily additive - they can be re-ordered, added to, or even deleted. The professional educators that are using the guide can determine which units to use with their particular students.

How to Receive Copies of the Curricula Guides

Copies of the final report which include the curricula guide can be obtained from AdvancE, the Pennsylvania Department of Education Adult Education Resource Center located at 333 Market Street, 11th Floor, Harrisburg, Pennsylvania 17126.

PRE-VOCATIONAL ESL CURRICULUM GUIDE

FOR

BEGINNER LEVEL ADULT STUDENTS

Unit I

PERSONAL INFORMATION

Competencies

1. Introducing and identifying one's self.
   (name, greetings)

2. Giving personal history.
   (date of birth, country, marital status)

3. Providing personal information.
   (social security number, address, phone number)

4. Identifying family relationships.

Job Applicable Skills

Respond to greetings and farewells.
Introduce self and others.
Ask and answer simple questions
about personal background and family.
Print name and address.

Grammar Emphasis

Verb to be
Personal pronouns
This/that
Present tense
Wh-questions:
(who, what, where, when)

SUGGESTED RESOURCES

Books

English That Works. Book 1, Unit 1
ExpressWays: English for
Communication. Book 1A, Chapter 1
Lifeskills. Book 1, Unit 1
Passport to English: Grammar
Exercises in Context.
Real-Life English. Books 1 and 2, Unit 1
Side by Side. Book 1, Chapter 1
Survival English: English Through
Conversations. Book 1, Chapters 1, 3

Other

English That Works
Flashcards
Family pictures

Unit II

TIME AND DATES

Competencies

1. Using cardinal and ordinal numbers.
2. Telling time.
3. Using the calendar.
   (days, months, years, holidays)
4. Describing the weather.
   (seasons and weather conditions)
5. Demonstrating counting skills.
   (counting envelopes, pins, and boxes)

Job Applicable Skills

Use numbers in simple reporting.
Count items.
Recognize days and dates.
State or request time of day.

Grammar Emphasis

Past tense
Questions
Negatives
Present continuous tense

SUGGESTED RESOURCES

Books

Mark Your Calendar.
A New Start. Units 5, 8
A Picture's Worth a Thousand Words.
Real-Life English. Books 1 and 2, Unit 4
Survival English: English Through Conversations. Book 1, Chapter 2
Time and Telling Time.

Other

Calendars
Demonstration clock
Individualized Clock Dials
Side by Side Picture Cards
Telling Time Bingo

Unit III

MONEY

Competencies

1. Identifying money.
2. Using money.
   (giving change, counting)
3. Using bank services.
   (endorsing/cashing paychecks/money orders)

Job Applicable Skills

Recognize coins or bills.
Give or receive change.
Cash a paycheck.

Grammar Emphasis

How much?/How many?

SUGGESTED RESOURCES

Books

Basic English for Adult Competency. Unit 2
Before Book One: Listening Activities for Prebeginning Students of English. pp. 13-16
The Emergency English Workbook. Lesson 5
Lifelines: Coping Skills in English. Book 1, Chapters 5, 6
Money: Other Exchanges. (Part of the Photo/Word Concept Series)
Survival English: English Through Conversations. Book 1, Chapter 2

Other

Blank checks
Money Match-Me Flash Cards
Money order forms
Play money
U.S. currency

Unit IV

DIRECTIONS

Competencies

1. Identifying community facilities. (hospital, school, post office)
2. Asking for directions. (left, right, north, south)
3. Giving directions.

Job Applicable Skills

Understand simple directions to locate object or place.
Give clear directions to another person.
Ask for help.

Grammar Emphasis

Prepositions (between, next to, across from, around the corner from)
Questions (where, how)
There is/there are

SUGGESTED RESOURCES

Books

Basic Adult Survival English: With Orientation to American Life. Book 1, Chapter 4
English for a Changing World. Book 1
ExpressWays: English for Communication. Book 1A, Chapter 3
In Tune. Cue Book 1, Chart 4
In Tune. Cue Book 2, Chart 3
Lifelines: Coping Skills in English. Book 1, Chapter 15
On Your Way: Building Basic Skills in English. Unit 9 (with cassette tape)
Real-Life English. Books 1 and 2, Unit 2
Side by Side. Book 1, Chapter 7
Spectrum: A Communicative Course in English. Book 1, Unit 4 (with cassette tape)

Other

Community maps
Posters for Teaching English and Other Languages Scene 1, Chart 3
Side by Side Picture Cards
Side by Side Dialogue Visual Cards

Unit V

TRANSPORTATION

Competencies

1. Identifying common means of transportation.
2. Understanding signs and symbols.
3. Asking for/giving information.
4. Using public transportation.

Job Applicable Skills

State means of transportation to work site.
Read common signs.
Understand traffic signs and symbols.
Become familiar with public transportation for work.

Grammar Emphasis

Wh-questions: (what, who, which, when, where)
Negatives
Do, does, don't, doesn't
Adverbs of frequency

SUGGESTED RESOURCES

Books

English for a Changing World. Book 1
ExpressWays: English for Communication. Book 1A, Chapter 3
Lifelines: Coping Skills in English. Book 1, Chapter 8
Lifelines: Coping Skills in English. Book 2, Chapter 7
Longman Photo Dictionary.
Longman Photo Dictionary Beginning Workbook. Units 25, 26
Means of Transportation. (Part of the Photo/Word Concept Series)
The New Oxford Picture Dictionary.
A Picture's Worth a Thousand Words.
Real-Life English. Books 1 and 2, Unit 10
Skill Sharpeners for ESL Students. Book 1, Unit 11

Other

Posters for Teaching English and Other Languages Scene 1
Signs and Symbols: Flash Cards to See and Know

Unit VI

SHOPPING

Competencies

1. Identifying food items.
2. Identifying household items.
3. Identifying colors.
4. Identifying clothing.
5. Reading simple advertisements.
6. Stating food and clothing needs.
7. Practicing shopping procedures. (selecting items, paying, receiving change)

Job Applicable Skills

Ask for information.
State need for item.
Sort items by color, shape, or size.

Grammar Emphasis

I need, I want
Abbreviations
Count/non-count nouns
A/an
Plurals
Quantities
Comparatives/superlatives

SUGGESTED RESOURCES

Books

A Conversation Book: English in Everyday Life. Book 1, Chapters 1, 5
The Emergency English Workbook. Lessons 6, 7, 20
ExpressWays: English for Communication. Book 1A, Chapter 7
Lifelines: Coping Skills in English. Books 1 and 2, Chapters 9, 10, 11, 12
Living in English. Unit 5
More for Your Money: A Guide to Comparison Shopping.
The New Oxford Picture Dictionary.
Real-Life English. Book 1, Units 5, 6
Side by Side. Book 1, Chapter 8
Side by Side. Book 2, Chapters 2, 3
Speaking of Pictures. Book 1, Lessons 1-10
Starting to Read. Lessons 6, 8

Other

Catalogs
Let's Go Shopping: A Discovery Game
Newspaper ads (food and clothing)
Opposites
Posters for Teaching English and Other Languages
Vegetable and Fruit Poster Cards

Unit VII

TELEPHONE

Competencies

1. Using the telephone.
   (private and public phones)
2. Taking and relaying messages.
3. Requesting housing information.
   (types of housing, rooms in the house)
4. Reporting emergencies.
   (health, body parts)

Job Applicable Skills

Use a phone correctly.
Take and deliver message to appropriate person.
Request to talk to appropriate person.

Grammar Emphasis

Object pronouns
Past tense, regular and irregular
Future tense

SUGGESTED RESOURCES

Books

Basic Adult Survival English: With Orientation to American Life. Book 2, Chapter 1
A Conversation Book: English in Everyday Life. Book 1, Chapters 2, 6, 8
English for Employment. Unit 5
English Spoken Here: Getting Started. Unit 2
ExpressWays: English for Communication. Book 1A, Chapters 2, 6
In Tune. Cue Book 2, Chart 9
Lifeskills and Citizenship. Units 1,2
On Your Way. Unit 7 (with cassette tape)
Real-Life English. Book 1, Unit 8
Speak for Yourself. Book 1, Units 7, 8

Other

Phone books
Play telephones
Side by Side Picture Cards

Unit VIII

JOB IDENTIFICATION

Competencies

1. Recognizing common occupations.
2. Describing previous work experience.

Job Applicable Skills

Become familiar with occupations.
Learn job possibilities.
State previous occupations and job skills in simple terms.

Grammar Emphasis

Can
Like to
Past continuous tense
Future tense: going to

SUGGESTED RESOURCES

Books

English That Works. Book 1, Units 2, 3
In Tune. Cue Book 1, Charts 6, 7
1000 Pictures for Teachers to Copy. Pages 58, 59
The New Oxford Picture Dictionary.
People Are Funny: Pictures for Practice. Chapters 5, 6, 8
Personal Stories. Book 2
Real-Life English. Book 1, Unit 9
Side by Side. Book 1, Chapter 13
Survival English: English Through Conversations. Chapter 9

Other

English that Works Flashcards
Posters for Teaching English and Other Languages, Chart 4
Side by Side Picture Cards

Unit IX

OBTAINING A JOB

Competencies

1. Reading advertisements.
2. Phoning for information.
3. Completing applications.
4. Participating in interviews.

Job Applicable Skills

State job desired.
Fill out simple application.
State reasons for wanting a job.
Indicate shift preference and starting date.
Give information about how applicant can be contacted.

Grammar Emphasis

Future tense: will
Prepositions of time
Comparatives

SUGGESTED RESOURCES

Books

Basic Adult Survival English: With Orientation to American Life. Book 2, Chapter 3
English for Adult Competency. Book 1, Chapter 7
English for Employment. Units 1,2,3
English That Works. Book 1, Unit 6
ESL for Action: Problem Posing at Work.
ExpressWays: English for Communication. Book 1A, Chapter 5
ExpressWays Foundations. Book A and Companion Workbook, Chapter 5
Finding Work. (Part of the Follett Coping Skills Series.)
I Want a Job.
Living in English: Basic Skills for the Adult Learner. Unit 8 (Appendix has 100 Want Ad Abbreviations)
Spectrum: A Communicative Course in English. Book 1, Unit 8

Other

Classified section of newspaper
Personal data sheet
Simple application form

Unit X

JOB INFORMATION

Competencies

1. Reading work schedules.
2. Filling out time sheets.
3. Understanding paychecks.
4. Knowing work benefits.
5. Identifying locations,and people.
   (rest rooms, lunch room, supervisors, secretary)

Job Applicable Skills

Read work schedules.
Fill out totals on time sheets.
Read common deductions on paychecks.
Read gross and net pay on paychecks.
Read and fill out W-4 forms.
Understand benefits available.

Grammar Emphasis

Possessive pronouns
Possessive nouns
Adverbs

SUGGESTED RESOURCES

Books

A Conversation Book: English in Everyday Life. Book 1, pp. 112-116
English That Works. Book 1, Unit 5
ESL For Action: Problem Posing at Work. Unit 4
Lifeskills. Book 2, Unit 9
Lifeskills and Citizenship. Unit 5
Speaking Up at Work. Units 2, 3, 7
Your First Job: Putting Your English to Work. Units 4, 9

Other

Simulated paychecks
Time sheets
Work schedules
Workplace maps

Unit XI

ON THE JOB

Competencies

1. Following directions.
2. Showing understanding/lack of understanding.
3. Reporting absences.
   (illnesses, emergencies)
4. Interacting appropriately with co-workers.

Job Applicable Skills

Follow instructions to carry out a task.
State clearly when something has or has not been understood.
Repeat to verify information has been understood.
Request permission to take time off, leave early, etc.
Respond to inquiry about progress, task, or work completed.
Respond appropriately to supervisor's comments about quality of work.

Grammar Emphasis

Imperatives
Reflexive pronouns
Future continuous tense

SUGGESTED RESOURCES

Books

English Spoken Here: Life in the United States. Unit 3
ESL for Action: Problem Posing at Work. Unit 3
ExpressWays: English for Communication. Book 1A, Chapter 8
ExpressWays Foundations. Book A and Companion Workbook, Chapters 8, 9
Good Work Habits.
Keeping a Job. (Part of the Follett Coping Skills Series.)
Life Skills Attitudes on the Job.
Speaking Up at Work.
Your First Job: Putting Your English to Work.

Other

Simple report forms

Unit XII

SAFETY

Competencies

1. Understanding signs and rules.
2. Recognizing safe work practices.
3. Giving warnings.
4. Reporting problems.

Job Applicable Skills

Read basic safety signs.
Identify and ask for safety equipment.
Identify safe or unsafe work procedures and situations.
Give and respond to safety warnings or commands.
Explain cause of accidents.

Grammar Emphasis

Might
Must/should

SUGGESTED RESOURCES

Books

English That Works. Book 2, Unit 3
ESL for Action: Problem Posing at Work. Unit 6
ExpressWays Foundations. Book B, Chapter 15
Let's Work Safely.
Side by Side. Book 2, p. 30
Speaking Up at Work. Unit 4
Your First Job: Putting Your English to Work. Unit 8

Other

English That Works Flashcards

PRE-VOCATIONAL ESL CURRICULUM GUIDE

FOR

INTERMEDIATE LEVEL ADULT STUDENTS

Unit I

PERSONAL INFORMATION

Competencies

1. Introducing and identifying one's self.
   (name, greetings)
2. Giving personal history.
   (date of birth, country, marital status)
3. Providing personal information.
   (social security number, address, phone number, education)
4. Identifying family relationships.
   (immediate and extended family)

Job Applicable Skills

Initiate greetings and introductions.
Converse about personal history.

Grammar Emphasis

Review of present, present continuous, past, past continuous, and future tenses
Possessive adjectives

SUGGESTED RESOURCES

Books

A Conversation Book: English in Everyday Life. Book 2, Chapter 1
ESL for Action: Problem Posing at Work. Unit 1
ExpressWays: English for Communication. Books 2 and 3, Chapter 1
Images: English for Beginners. Book 2, Lesson 1, 2, 3
Lifelines: Coping Skills in English. Books 2 and 4, Chapter 1
Your First Job: Putting Your English to Work. Unit 1

Other

Family pictures
Personal journal

Unit II

OCCUPATIONS AND DUTIES

Competencies

1. Describing jobs and duties.
2. Stating training and educational requirements.
3. Sharing previous work experience.

Job Applicable Skills

Explore occupations and duties.
Become familiar with job requirements.
State experience, skills, education, and job preferences.

Grammar Emphasis

Present perfect and present perfect continuous tenses
Past perfect and past perfec continuous tenses
For, since

SUGGESTED RESOURCES

Books

English That Works. Book 1, Unit 3
English That Works. Book 2, Unit 1
ESL for Action: Problem Posing at Work. Unit 2, Lesson 1
Finding Work. Unit 2
Images: English for Beginners. Book 2, Lesson 7
Skill Sharpeners for ESL Secondary Students. Book 3, p. 33
Speaking Up at Work. Unit 3, Section 3
The Working Culture: (Book 1) Cross-Cultural Communication for New Americans. Chapter 2
The Working Culture: (Book 2) Career Development for New Americans. Appendix

Other

English That Works Flashcards
Job descriptions
Side by Side Picture Cards

Unit III

TRANSPORTATION

Competencies

1. Recognizing public transportation routes and schedules.
2. Giving and following street directions.
3. Using a map.
4. Obtaining a driver's license.

Job Applicable Skills

Ask and answer questions about transportation and time.
Describe routes to work locations.
Possess ability to drive (if required).

Grammar Emphasis

Gerunds
Infinitives

SUGGESTED RESOURCES

Books

A Conversation Book: English in Everyday Life. Book 2, Chapter 3
English That Works. Book 2, Unit 2
ExpressWays: English for Communication. Book 2, Chapter 3
How to Read Maps.
How to Read Signs.
Language in Daily Living. pp. 45-46
Lifeskills. Book 2, Unit 10
Speaking of Pictures. Book 3, Part 2
What You Need to Know About Reading Signs, Directories, Schedules, Maps, Charts, and Utility Bills.

Other

Bus schedules
Local and state maps

Unit IV

MONEY

Competencies

1. Using banking services.
   (opening an account, depositing, withdrawing)

2. Budgeting income.

3. Reading your paycheck.
   (deductions, net and gross pay)

Job Applicable Skills

Manage income and expenses.
Prepare a budget.
Comprehend banking procedures.
Understand paycheck stubs.

Grammar Emphasis

Passive voice

SUGGESTED RESOURCES

Books

Budgeting Know-How: Reading Strategies by Objective.
A Conversation Book: English in Everyday Life. Book 2, Chapter 5
ExpressWays: English for Communication. Book 2, Chapter 13
Forms in Your Future. Unit 2
Guide to the Community: Volume 1: Earning and Spending Your Money.
Lifeskills. Book 2, Unit 9
Real-Life English. Book 4, Unit 2
Writing for Life. Book 2, Unit 2
Your First Job: Putting Your English to Work. Unit 9

Other

Bank forms
Paycheck facsimiles
U.S. currency

Unit V

JOB SEARCH

Competencies

1. Looking for a job.
   (sources)

2. Applying for a job.
   (making phone calls, getting applications)

3. Completing applications/resumes.
   (making a personal fact sheet)

4. Preparing for an interview.
   (appropriate dress and behavior)

Job Applicable Skills

Develop a plan for finding work.
Implement the plan.
Complete a personal fact sheet.
Fill out an application.
Write a resume.
Demonstrate appropriate behavior for an interview.
Ask and answer questions in a job interview.

Grammar Emphasis

Could/able/may
Question formation

SUGGESTED RESOURCES

Books

English That Works. Book 2, Units 1, 4, 5
ESL for Action: Problem Posing at Work. Unit 2, Lessons 2, 3
ExpressWays: English for Communication. Book 2, Chapter 5
ExpressWays: English for Communication. Book 3, Chapter 11
Finding Work.
Forms in Your Future. Unit 1
Guide to the Community: Volume 1: Earning and Spending Your Money. Part 1
I Want A Job. pp. 1-16
Lifelines: Coping Skills in English. Book 3, Chapter 14
Real-Life English. Book 3, Unit 9
Speaking of Pictures. Book 3, Part 1
What You Need to Know About Getting a Job & Filling Out Forms. (Part of the Essential Life Skills Series) Section 1
Writing for Life. Book 2

Other

Application forms
Classified ads
Personal fact sheet
Resumes

Unit VI

STARTING A JOB

Competencies

1. Understanding work schedules.
   (time sheets, shifts, weekly schedules)

2. Identifying other workers and their responsibilities.
   (fellow employees, supervisors)

3. Comprehending benefits.
   (sick leave, insurances, vacation)

4. Discussing company policies.

Job Applicable Skills

Be able to read a schedule and report to work accordingly.
Use time clocks and time sheets.
Understand organizational structure.
Know company benefits and how to use them.
Be informed about work rules and policies.

Grammar Emphasis

Future perfect tense

SUGGESTED RESOURCES

Books

ExpressWays: English for Communication. Book 3, pp. 114-115
Real-Life English. Book 4, Unit 9
Speaking Up at Work. Units 7, 8
The Working Culture: (Book 2) Career Development for New Americans. Chapter 11
Your First Job: Putting Your English to Work.

Other

Company manuals
Time sheets
Work schedules

Unit VII

WORK ATTITUDES

Competencies

1. Comprehending employer expectations.
   (dependability, punctuality, honesty, initiative)
2. Accepting orders and following directions.
   (asking for clarification, verification)
3. Discussing problems and asking for help.
4. Responding to feedback.
   (positive and negative)

Job Applicable Skills

Develop awareness of company policies.
Repeat to verify that information has been understood.
State clearly when something has or has not been understood.
Respond appropriately to supervisor's comments about quality of work.

Grammar Emphasis

Phrasal verbs (call up, put off, look into)

SUGGESTED RESOURCES

Books

ExpressWays: English for Communication. Book 2, Chapters 8, 15
Good Work Habits.
Keeping a Job. (Part of the Follett Coping Skills Series. Lesson 3
Life Skills Attitudes on the Job.
Speaking Up at Work.
The Working Culture: (Book 1) Cross-Cultural Communication for New Americans. Chapter 7
Your First Job: Putting Your English to Work. Unit 10

Other

Evaluation forms

Unit VIII

GETTING ALONG

Competencies

1. Communicating with supervisor.
   (requesting time off, explaining tardiness or mistakes, conversing socially)

2. Communicating with co-workers.
   (asking for and offering help, dealing with pleasant and unpleasant workers, conversing socially)

Job Applicable Skills

Know how to begin, interrupt, and end a conversation.
Recognize when social conversation is acceptable.
Present requests to the employer.
Inform supervisor of problems or concerns.

Grammar Emphasis

Connectors (and, but, neither, either, so)
Conditional tenses:
present real
present unreal
past unreal

SUGGESTED RESOURCES

Books

ExpressWays: English for Communication. Book 2, Chapters 11, 17
ExpressWays: English for Communication. Book 3, Chapters 8, 16
Good Work Habits.
Job Challenges: What Would You Do?
Keeping a Job. (Part of the Follett Coping Skills Series) Lesson 4
Speaking Up at Work.
The Working Culture: (Book 1) Cross-Cultural Communication for New Americans. Chapters 8, 9, 10
Your First Job: Putting Your English to Work. Unit 10

Other

Written requests

Unit IX

SAFETY

Competencies

1. Identifying and requesting appropriate safety equipment.
2. Using tools and equipment safely.
3. Pointing out unsafe conditions.
4. Practicing safe work habits.
5. Initiating preventive measures.
6. Filling out accident reports.

Job Applicable Skills

Know safe procedures for use of tools and equipment.
Express concern about unsafe conditions.
Prepare clear accident reports.

Grammar Emphasis

Should have
Might have
May have
Could have
Could have

SUGGESTED RESOURCES

Books

English That Works. Book 2, Unit 3
ExpressWays: English for Communication. Book 2, p. 155
ExpressWays: English for Communication. Book 3, P. 136
How to Become a Safe Worker.
Let's Work Safely!.
Writing for Life. Book 2, Unit 3
You First Job: Putting Your English to Work., Unit 8

Other

Accident report forms
English That Works Flashcards

Unit X

TASK PERFORMANCE

Competencies

1. Demonstrating job duties or procedures to co-workers.
2. Counting items and recording information.
3. Measuring lines and dimensions.
4. Reading instructions to complete a task.
5. Checking work.
   (lists, proofreading)
6. Reporting progress of a task.

Job Applicable Skills

Complete order forms, inventory lists, and charts.
State amount and type of work completed.
Read charts, labels, forms, or written instructions.
Show others proper work methods.

Grammar Emphasis

Be able to
Have got to

SUGGESTED RESOURCES

Books

Measure Up.
Prevocational English. Text 2
Your First Job: Putting Your English to Work. Unit 7

Other

Charts
Job procedure lists
Labels
Order forms
Report forms

ANNOTATED BIBLIOGRAPHY

The following are the texts and materials suggested in the curricula. Publishers' addresses follow the listing of materials.

1.) Basic Adult Survival English (BASE): With Orientation to American Life. Books 1 and 2. Robert E. Walsh. Prentice Hall Regents.

Based on survival topics, uses natural language in relevant settings. New vocabulary through pictures.

2.) Basic English for Adult Competency. Autumn Keltner, Leann Howard & Frances Lee. Prenctice Hall Regents.

For preliterate and semiliterate students. Heavily illustrated; emphasizes oral language patterns and vocabulary needed for survival in real-life situations.

3.) Before Book One: Listening Activities for Prebeginning Students of English. John R. Boyd & Mary Ann Boyd. Abaca Books, Inc.

For the student who is not yet ready for the grammar and vocabulary of the beginning classroom. Provides non-verbal ways to respond to sounds and concepts.

4.) Budgeting Know-How: Reading Strategies by Objective. Cambridge/The Adult Education Company.

Practical readings on looking for work, holding a job, worker rights, banking, taxes, insurance, consumer advice. Contains pre and post tests.

5.) A Conversation Book: English in Everyday Life. Books 1, 2. Second Edition. Tina Kasloff Carver & Sandra Douglas Fotinos. Prentice Hall Regents.

Beginning and intermediate level books that will help the students converse about themselves in a variety of situations. Has numerous illustrations to elicit conversation.

6.) The Emergency English Workbook. Martha A. Lane. Kendall/ Hunt Publishing Company.

Reading and writing exercises to teach non-English speakers about food, time, money, shopping, family, directions, jobs. Has 50 pronunciation drills.

7.) English for Adult Competency. Books 1 and 2. Autumn Keltner, Leann Howard & Gretchen Bitterlin. Prentice Hall Regents.

Well illustrated, good survival vocabulary, useful for living situations.

8.) English for a Changing World. Book 1. Ronald Wardhaugh and others. Scott, Foresman and Company.

Involves students in using English actively in person to person communication.

9.) English for Employment. Larry M. Parsky. Media Materials, Inc.

Units designed to help job applicants develop their qualifications for getting a job, filling out applications, preparing resumes, scheduling appointments, reading instructions. Contains pre and post tests.

10.) English Spoken Here: Getting Started. Jerry L. Messec & Roger E. Kranich. Prentice Hall Regents.

Illustrated dialogues, cloze exercises, controlled and open-ended role plays, competency-based activities, grammar and vocabulary development.

11.) English Spoken Here: Life in the United States. Jerry L. Messec & Roger E. Kranich. Prentice Hall Regents.

Illustrated dialogues, cloze exercises, controlled and open-ended role plays, competency-based activities, grammar and vocabulary development.

12.) English That Works. Books 1 and 2. Flashcards. K. Lynn Savage, Mamie How & Ellen Lai-shan Yeung. Scott, Foresman and Company.

Teaches basic English skills necessary for getting and keeping a job. All subject matter directly related to the world of work.

13.) ESL for Action: Problem Posing at Work. Elsa Roberts Auerbach & Nina Wallerstein. Addison-Wesley Publishing Company.

A way for students who work or will work to express themselves, learn their rights, gain confidence to deal with workplace situations.

14.) ExpressWays: English for Communication. Books 1A, 1B, 2, 3, 3A and 3B. Companion Workbooks 1A, 1B. Steven J. Molinsky & Bill Bliss. Prentice Hall Regents.

Combines grammar, lifeskills, functions, and workplace communication.

15.) ExpressWays Foundations. Books A and B and Companion Workbooks A and B. Steven J. Molinsky & Bill Bliss. Prentice Hall Regents.

Recommended for students who require easier material and visual aids.

16.) Finding Work. Part of the Follett Coping Skills Series. Follett Publishing Company.

Practical step by step guide from sources of job information to filling out an application.

17.) Forms in Your Future. M. Goltry. Globe Book Company.

Guide for completing forms in a non-stressful situation. Contains 27 forms people use in everyday life.

18.) Good Work Habits. Geneva S. Folsom. Media Materials, Inc.

Specific examples of attitudes that affect the work we do. Interesting format, but stories are about teenagers, not adults.

19.) Guide to the Community: Volume 1: Earning and Spending Your Money. Elwyn Institute.

A guide for discussion and for planning real experiences with Social Security, taxes, forms. Pictures contribute to understanding.

20.) How to Become a Safe Worker. Donald Thomas. Media Materials, Inc.

A safety training workbook that is designed to develop safe attitudes as well as safe work practices. Includes exercises.

21.) How to Read Maps. Reprinted from Everyday Reading and Writing. Frank C. Laubach, Elizabeth Mooney Kirk & Robert S. Laubach. New Readers Press.

Exercises to help to read city maps, road maps, map symbols, weather maps.

22.) How to Read Signs. Reprinted from Everyday Reading and Writing. Frank C. Laubach, Elizabeth Mooney Kirk, & Robert S. Laubach. New Readers Press.

Stresses the importance of signs in our lives - highway and safety, signs in buildings. Includes exercises.

23.) I Want a Job. Margaret W. Hudson & Ann Weaver Major. Richards Publishing Company.

Practical exercises in preparation for beginning a job search.

24.) Images: English for Beginners. Book 2. Guenther Zuern. Addison-Wesley Publishing Company.

Photo story format. Good for self-study and in multi-level classes when doing independent work.

25.) In Tune. (English in Tune). Books 1 and 2. Cue Books 1 and 2. Manuel C.R. dos Santos. Scott, Foresman and Company.

Everyday English. Good build-up of language. Cue books and music.

26.) Individual Clock Dials. Media Materials, Inc.

Twelve clock faces (3" x 3 1/2") with movable hands and plastic stands. All students can respond at once to stated times.

27.) Job Challenges: What Would You Do? Media Materials, Inc.

A workbook designed for value clarification and self evaluation, especially as related to work.

28.) Keeping a Job. Part of the Follett Coping Skills Series. Follett Publishing Company.

Teaches good work manners, getting along with others, benefits, getting ahead. Includes exercises.

29.) Language in Daily Living. Book 1: Verbs & Subjects. Nerissa Bell Bryant & Loy Hedgepeth. Steck-Vaughn Company.

Basic grammar and usage adapted to real-life situations. Emphasis on functional competencies and life-coping skills.

30.) Let's Go Shopping: A Discovery Game. TREND Enterprises, Inc.

Contains four 14" x 20" color store scenes including grocery store, drug store, pet store, and fast food restaurant. Enables "shoppers" to compare prices, quantities, and package sizes as well as learn items in each store. For 1 to 16 people.

31.) Let's Work Safely: English Language Skills for Safety in the Workplace. Linda Mrowicki. Linmore Publishing.

High-beginning and intermediate language and safety concepts to function safely at work. Listening, dialogues, reading, role-playing relevant to all occupations.

32.) Lifelines: Coping Skills in English. Books 1, 2, 3, 4. Barbara Foley & Howard Pomann. Prentice Hall Regents.

Uses individual practice, paired practice, and small group interaction in everyday survival situations. For non-speaking and limited-speaking abilities.

33.) Lifeskills. Books 1 and 2. Judy DeFilippo & Michael Walker. Addison-Wesley Publishing Company.

Beginning level survival skills reading and writing activities such as forms, checks, and maps.

34.) Life Skills Attitudes on the Job. Margaret M. Brewner, William C. McMahon, Kathleen A. Paris & Michael R. Roche. Educational Design, Inc.

Shows how to be successful at work. Emphasizes following directions, being responsible, getting along with others, being honest.

35.) Lifeskills and Citizenship. Judy DeFilippo. Addison-Wesley Publishing Company.

Competency-based; teaches intermediate level students survival language, writing skills focused on citizenship, civil rights, history, geography.

36.) Living in English: Basic Skills for the Adult Learner. Betsy J. Blosser. National Textbook Company.

Conversations and related activities stress practical, everyday skills as students role-play and modify interactions.

37.) Longman Photo Dictionary. Marilyn S. Rosenthal & Daniel B. Freeman. Longman Inc.

2,000 color photographs exhibiting vocabulary and culture.

38.) Longman Photo Dictionary Beginning Workbook. Marjorie Fuchs. Longman Inc.

To be used in conjunction with the Longman Photo Dictionary. Provides simple matching exercises, games and puzzles.

39.) Mark Your Calendar. Sally Grimes Pasley & Dee Koppel Williams. Fearon Education/David S. Lake Publishers.

A workbook of basic calendar concepts and skills.

40.) Means of Transportation. Part of the Photo/Word Concepts Series. The Instructor Publications, Inc.

Twenty picture and word charts and 40 flash cards. History and facts about transportation. Teaching suggestions included.

41.) Measure Up. Charles H. Kahn, Sylvia K. Herring & Robert Tong. Fearon Education/David S. Lake Publishers.

A workbook with illustrations, exercises, and activities related to measurement.

42.) Money Match-Me Flash Cards. TREND Enterprises, Inc.

Fifty-two cards with money pictures, numbers, or number word on each side. Can be used individually, with a partner, or as a class.

43.) Money: Other Exchanges. Part of the Photo/Word Concepts Series. The Instructor Publications, Inc.

Uses photos, charts, flash cards and vocabulary to familiarize students with money, checks, credit cards, money orders, food stamps and coupons.

44.) More for Your Money: A Guide to Comparison Shopping. Keenan Colton Kelsey & Patricia Parrott Gundlach. Janus Book Publishers.

Uses real-life examples to compare stores, prices, products, sizes, units of measure, packaging, quality and price.

45.) The New Oxford Picture Dictionary. E.C. Parnwell. Oxford University Press.

2,400 words illustrated in color. Vocabulary and cultural development.

46.) The New Oxford Picture Dictionary Vocabulary Development Program: Beginner's Workbook. Patricia E. Levin. Oxford University Press.

Provides extensive practice with the vocabulary presented in The New Oxford Picture Dictionary. Designed especially for those with no prior knowledge of English.

47.) A New Start. Linda Mrowicki & Peter Furnborough. Dormac, Inc. Also available from Linmore Publishing.

Zero level, beginning adult learner, both literate and non-literate, will find pictures of life-coping situations for learning language functions. Large easy-to-read print.

48.) On Your Way: Building Basic Skills in English. Larry Anger, Marjorie Fuchs, Cheryl Pavlik & Margaret Keenan Segal. Longman Inc.

Conversational and cultural book for beginners in which grammar is incorporated into life-skill mastery.

49.) 1000 Pictures for Teachers to Copy. Andrew Wright. Addison-Wesley Publishing Company.

Over 1,000 simple pictures for teachers to copy on the blackboard or on worksheets, plus suggestions for use of the pictures.

50.) Opposites. Media Materials, Inc.

Colorful 4 x 6 picture cards of pairs of opposites.

51.) Passport To English: Grammar Exercises in Context. Jane Yedlin & Magdala Raupp. Addison-Wesley Publishing Company.

For beginning and intermediate level students. Texts focus on "using" rather than "describing" language. Uses humor and lively art work.

52.) People Are Funny: Pictures for Practice. Book 1. Donald R.H. Byrd & Stanley J. Zelinski, III. Longman Inc.

Eighteen four-part humorous and thought-provoking picture stories provide stimulus for conversation and writing activities for low-level students.

53.) Personal Stories: A Book for Adults Who Are Beginning to Read. Book 2. Kamla Devi Koch, Linda Mrowicki & Arlene Ruttenberg. Linmore Publishing.

Sixteen stories describe the lives of six central characters. Students can discuss cultural values, check comprehension, develop reading skills.

54.) A Picture's Worth a Thousand Words: A Vocabulary Book. Kim Sanabria. Prentice Hall Regents.

Introduces beginning level students to over 1000 words used in everyday situations. Contemporary topics that can be used for lively conversation. Fun-filled, creative.

55.) Posters for Teaching English and Other Languages. Scott, Foresman and Company.

To be used with English for a Changing World series. Excellent illustrations.

56.) Prevocational English. Text 2 and Workbook. Daniel Rusthoi. The Institute of Modern Languages, Inc.

Practical, job-related English skills: measuring, speed, metric and English systems, reading charts. Text is conversational, workbook focuses on reading and writing.

57.) Real-Life English: A Competency-Based ESL Program For Adults. Books 1, 2, 3 and 4. Julia Jolly & Lynne Robinson. Steck-Vaughn Company.

Composition, conversation, and grammar are incorporated into 10 competencies. All are arranged the same in each level text.

58.) Side by Side. First Edition. Picture Cards 1A, 1B, 2A, and 2B and Dialogue Visual Cards 1A, 1B, 2A and 2B. Steven J. Molinsky & Bill Bliss. Prentice Hall Regents.

Visual aid card to be used with Side by Side series of textbooks. Very helpful.

59.) Side by Side. Second Edition. Books 1 and 2. Steven J. Molinsky & Bill Bliss. Prentice Hall Regents.

Stimulating conversation guide with grammar and functions. Integrated reading, writing, and listening activities.

60.) Signs and Symbols: Flash Cards to See and Know. Milton Bradley Company.

Common symbols used in giving instruction, direction, and warning in twelve categories: business, communications, mathematics, medicine, music, pictographs, politics, religion, safety, social action, and weather.

61.) Skill Sharpeners for ESL Students. Books 1 and 3. Judy DeFilippo, Charles Skidmore & Michael Walker. Addison-Wesley Publishing Company.

Sharpens reading, writing, language and study skills and promotes appreciation of culture, history, geography, government, and literature.

62.) Speak for Yourself. Book 1. Elizabeth Amy Fein. Newbury House Publishers.

A conversation text for intermediate level ESL students to learn to express themselves orally.

63.) Speaking of Pictures. Books 1 and 3. Kathleen Kelly Beal. Steck-Vaughn Company.

Conversation-oriented for beginning and intermediate students. Emphasizes adult situations and dialogues. Includes vocabulary. Book 1 focuses on grocery shopping, cooking and cook-outs. Book 3 focuses on getting a job, getting a driver's license.

64.) Speaking Up at Work. Catherine Robinson & Jenise Rowekamp. Oxford University Press.

Intermediate level text to help students get a job, keep a job and advance in a job. Speaking, on-the-job simulation, reading, and writing exercises. Thirty-three job-related topics are covered.

65.) Spectrum: A Communicative Course in English. Book 1. Donald R.H. Byrd and others. Prentice Hall Regents.

Teaches students to communicate in real-life situations and to learn new language before practicing it.

66.) Starting to Read. Linda Mrowicki. Linmore Publishing.

Eight units in which people talk about themselves and things around them and then learn to read what they said.

67.) Survival English: English Through Conversations. Book 1. Lee Mosteller & Bobbi Paul. Prentice Hall Regents.

Simple supplementary practice covering lifeskill competencies. Very easy dialogues.

68.) Survival Signs. Ideal School Supply Company.

80 survival signs printed on 40 cards.

69.) Telling Time Bingo. TREND Enterprises, Inc.

Thirty-six bingo cards. Each card contains eight clock faces to match when hearing the time designation.

70.) Time and Telling Time. Bertha Mae Wiley. Fearon Education/ David S. Lake Publishers.

A practical workbook with exercises and activities on clocks and telling time.

71.) Vegetables and Fruits Poster Cards. Milton Bradley Company.

Thirty 11 1/4" x 14" color poster cards illustrating fruits or vegetables, the way each is grown, and the word.

72.) What You Need to Know About Getting a Job & Filling Out Forms. Part of the Essential Life Skills Series. Carolyn Morton Starkey & Norgina Wright Penn. National Textbook Company.

Gives specific training in filling out many forms encountered in American life, including work-life.

73.) What You Need to Know About Reading Signs, Directories, Schedules, Maps, Charts & Utility Bills. Part of the Essential Life Skills Series. Carolyn Morton Starkey & Norgina Wright Penn.
National Textbook Company.

Opportunities to recognize and interpret signs, maps, schedules, graphs.

74.) The Working Culture: (Book 2) Career Development for New Americans. David Hemphill, Barbara J. Pfaffenberger & Barbara G. Hockman. Prentice Hall Regents.

Focuses on specific work issues such as training and licensing requirements for particular jobs, conducting a job search, employment benefits, and laws that protect worker safety and health.

75.) The Working Culture: (Book 1) Cross-Cultural Communication for New Americans. David Hemphill, Barbara J. Pfaffenberger & Barbara Hockman. Prentice Hall Regents.

Encourages students to examine vocational goals, develop a deeper understanding of U.S. culture, especially as related to working. Some specific topics are the importance of being on time, interpersonal relations on the job, employer's expectations of workers, appropriate language on the job.

76.) Writing for Life. Book 2. Rikki Kessler & Joyce Friedland. Globe Book Company.

Writing exercises for getting a job, managing money, writing on the job and about the job.

77.) You Can Give First Aid. Kim Bowman. New Readers Press.

Basics of first aid for low-level readers. Includes prevention.

78.) Your First Job: Putting Your English to Work. David W. Prince & Julia Lakey Gage. Prentice Hall Regents.

For newly employed low-to-intermediate level ESL students working in skilled or semi-skilled jobs. Provides practice training methods, job standards, English for interaction with supervisor and co-workers.

HOW TO ORDER TEXTS AND MATERIALS:

NAMES AND ADDRESSES OF PUBLISHERS

Abaca Books, Inc.
10 Clinton Place
Normal, Illinois 61761
Phone: 1-309-454-7141

Addison-Wesley Publishing Company
Route 128, Jacob Way
Reading, Massachusetts 01867
Phone: 1-617-944-3700

Cambridge
The Adult Education Company
888 Seventh Avenue
New York, New York 10106
Phone: 1-800-221-4764

Dormac, Inc.
P.O. Box 270459
San Diego, California 92128-0983
Phone: 1-800-547-8032

Educational Design, Inc.
47 West 13 Street
New York, New York 10011
Phone: 1-800-221-9372
in NY: 1-212-255-7900

Elwyn Institute
Elwyn, Pennsylvania 19063
Phone: 1-215-430-1559

Fearon Education
David S. Lake Publishers
19 Davis Drive
Belmont, California 94002
Phone: 1-415-592-7810

Follett Publishing Company
1000 West Washington Boulevard
Chicago, Illinois 60607
Phone: 1-312-666-5856

Globe Book Company, Inc.
4343 Equity Drive
Columbus, Ohio 43216
Phone: 1-800-848-9500

Ideal School Supply Company
Oak Lawn, Illinois 60453
Phone: 1-312-425-0800

The Institute of Modern Languages, Inc.
4255 West Touhy Avenue
Lincolnwood, Illinois 60646
Phone: 1-312-679-5500

The Instructor Publications, Inc. - see Wilcox Press

Janus Book Publishers
2501 Industrial Parkway West, Dept. H
Hayward, California 94545
Phone: 1-800-227-2375

Kendall/Hunt Publishing Company
Dubuque, Iowa 52001
Phone: 1-319-588-1451

Linmore Publishing
P.O. Box 1545
Palatine, Illinois 60078
Phone: 1-815-223-7499

Longman Inc.
Attn: Customer Service Department
95 Church Street
White Plains, New York 10601-1505
Phone: 1-914-993-5000

Media Materials, Inc.
Department 875260
2936 Remington Avenue
Baltimore, Maryland 21211
Phone: 1-800-638-1010
in MD: 1-301-235-1700

Milton Bradley Company
Education Division
Springfield, Massachusetts 01101
Phone: 1-413-525-6411

National Textbook Company
Division of NTC Publishing Group
4255 West Touhy Avenue
Lincolnwood, Illinois 60646-1975
Phone: 1-800-323-4900
in IL: 1-312-679-5500

New Readers Press
Division of Laubach Literacy International
Dept. 5, 1320 Jamesville Avenue,
Box 131
Syracuse, New York 13210
Phone: 1-800-448-8878
in NY: 1-800-624-6703

Newbury House Publishers
A Division of Harper & Row, Publishers
10 East 53rd Street
Suite 5D
New York, New York 10022
Single copy order: 1-800-638-3030
In MD: 1-301-824-7300
Class orders: 1-800-242-7737
in PA: 1-800-982-4377

Oxford University Press
ELT Sales Department
200 Madison Avenue
New York, New York 10016
Phone: 1-212-679-7300

Pendergrass Publishing Company, Inc.*
P.O. Box 66
Phoenix, New York 13135
Phone: 1-315-695-7261
*Formerly known as Richards Publishing Company

Prentice Hall Regents
Order Department
200 Old Tappan Road
Old Tappan, New Jersey 07675
Book orders east of the Mississippi: 1-800-223-1360
Book orders west of the Mississippi: 1-800-225-7162
Single orders: 1-201-767-5937

Richards Publishing Company - see Pendergrass Publishing Company, Inc.

Scott, Foresman and Company
Lifelong Learning Books
1900 East Lake Avenue
Glenview, Illinois 60025-9881
Phone: 1-800-PUB-BOOK

Steck-Vaughn Company
A Subsidiary of National Education Corporation
P.O. Box 26015
Austin, Texas 78755
Phone: 1-800-531-5015
in TX: 1-800-252-9317

TREND Enterprises, Inc.
P.O. Box 64073
St. Paul, Minnesota 55165
Phone: 1-612-631-2850

Wilcox Press*
Dansville, New York 14437
Phone: 1-716-335-6012
*Formerly known as Instructor Publications, Inc.

APPENDIX

STUDENT PERFORMANCE LEVELS — ABBREVIATED VERSION

0	**No ability whatsoever.**		
I	• Functions **minimally**, **if at all**, in English.	• Can handle only **very routine entry-level** jobs that do not require oral communication, and in which all tasks can be easily **demonstrated**.	• A native English speaker **used to** dealing with limited English speakers can **rarely** communicate with a person at this level **except through gestures**.
II	• Functions in a **very limited way** in situations related to **immediate needs**.	• Can handle only **routine entry-level** jobs that do not require oral communication, and in which all tasks can be **easily demonstrated**.	• A native English speaker **used to** dealing with limited English speakers will have **great difficulty** communicating with a person at this level.
III	• Functions **with some difficulty** in situations related to **immediate needs**.	• Can handle **routine entry-level** jobs that involve only the **most basic** oral **communication**, and in which all tasks can be **demonstrated**.	• A native English speaker **used to** dealing with limited English speakers will have **great difficulty** communicating with a person at this level.
IV	• Can satisfy **basic survival** needs and a few **very routine social** demands.	• Can handle **entry-level** jobs that involve **some simple oral** communication, but in which tasks can also be **demonstrated**.	• A native English speaker **used to dealing** with limited English speakers will **have difficulty** communicating with a person at this level.
V	• Can satisfy **basic survival** needs and **some limited social** demands.	• Can handle **jobs and job training** that involve following **simple oral** and **very basic written** instructions but in which most tasks can also be **demonstrated**.	• A native English speaker **used to** dealing with limited English speakers will have **some difficulty** communicating with a person at this level.

VI	• Can satisfy **most survival needs** and **limited social** demands.	• Can handle **jobs and job training** that involve following **simple oral and written** instructions and diagrams	• A native English speaker **not used to** dealing with limited English speakers will be **able to communicate** with a person at this level on familiar topics, but with **difficulty and some effort**.
VII	• Can satisfy **survival** needs and **routine work** and **social** demands.	• Can handle work that involves following **oral and simple written** instructions in **familiar and some unfamiliar** situations.	• A native English speaker **not used to** dealing with limited English speakers can **generally communicate** with a person at this level **on familiar topics**.
VIII	• Can participate effectively in **social** and **familiar work** situations.		• A native English speaker **not used to** dealing with limited English speakers **can communicate** with a person at this level on **almost all topics**.
IX	• Can participate **fluently** and accurately in **practical, social, and work** situations.		• A native English speaker **not used to** dealing with limited English speakers can communicate **easily** with a person at this level.
X	• Ability **equal** to that of a native speaker of the **same socio-economic** level.		